

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME 11/2/65		DATE RECEIVED	
A. PUBLICATION DATA							
1. ERIC NUMBER ED002649		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.		DO NOT WRITE IN SPACE BELOW	
4. AUTHOR(S): Petrie, Ronald G.				MICROFILM COPY AVAILABLE YES ☒ NO ☐			
5. TITLE OF DOCUMENT ABSTRACTED: The Education of Migrant Children in Oregon				COPYRIGHT GRANTED YES ☐ NO ☒			
				COPYRIGHT RELEASE FILED YES ☐ NO ☐			
6. PUBLICATION TITLE: N.A.				7. EDITOR(S): N.A.		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐	
9. PUBLISHER OR SOURCE State Board of Education Salem, Oregon				8. PLACE OF ORIGIN ORG. State Board of Education, ST. Salem, Oregon CITY, STATE TELE. EXT. INST/LOC CODE ERIC SATELLITE CODE		OTHER ERIC REFERENCES:	
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. 1962	13. TOTAL PP. 14				
B. INDEXING DATA							
14. SUBJECT AREA				15. TYPE OF ENDEAVOR Report			
16. INDEXING TERMS (6-12)							
migrant children		migrant education		achievement		summer schools	
fund allocations		cultural background				summer school objectives	
						summer school effectiveness	
17. ABSTRACT (MAX. 280 WORDS)							
The Migrant Education Program consists of the regular school year and special programs during the summer. The pilot summer school programs held in 1961 and 1962 and the program during the regular 1961-62 school year are discussed. Objectives are to supplement the regular school program; to answer questions concerning effective methods, materials, and approaches for instruction; and to collect and report data relating to continuation of such programs. The summer school programs are effective in overcoming educational deficiencies. The yearly increase in attendance indicates that the migrants are interested in having their children acquire an education. Summer school programs should become a permanent part of the migrant education program; the present appropriation of \$50,000 should be increased to \$60,000 in the 1963-65 biennium to allow for expansion of present programs and the addition of new schools. The regular school year program is geared to meet the needs of migrant children. Children benefit from special programs which employ extra teachers in order to keep the class loads equitable and allow for more individual instruction for all children. There is need for a workshop to develop a guide for migrant education and for regional inservice programs to be conducted annually for teachers of migrant children. The formula for distribution of funds is inadequate. The migrant education law should be revised to provide for a more equitable reimbursement of costs of migrant education. Proposed law changes and a report of a summer school program are appended.							
ERIC No. 18. SOURCE OF ABSTRACT							
C. FUNDING DATA							
19. SUPPORTING ORGANIZATION				20. DIVISION OR DEPT.		21. CONTRACT NO.	
				22. TOTAL COST OF PROJECT		PROJECT NO.	
				23. DURATION OF PROJECT		U.S. Department of Health, Education, and Welfare Office of Education	

THE EDUCATION OF
MIGRANT CHILDREN IN
OREGON

Report of a 15-month study of migrant children in Oregon made
under authorization of Senate Bill No. 80 which appears in
Oregon Laws, Chapter 502, of the 1961 Legislature.

Conducted under the
direction of
The State Board of Education

Mr. Ronald E. Jones - Chairman
Mr. Francis I. Smith
Mr. Eugene H. Fisher
Mrs. J. B. Caldwell

Mrs. Moore Hamilton
Mr. S. E. Brogoitti
Mr. Thomas L. Scanlon

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Leon P. Minear, Superintendent of Public Instruction, Salem,
Oregon 1962
Prepared by Ronald G. Petrie, Supervisor of Migrant Education,
State Department of Education

ED002649

Letter of Transmittal

The Honorable Mark O. Hatfield
Governor, State of Oregon
State Capitol
Salem 10, Oregon

In compliance with Chapter 502, Oregon Laws 1961, the report "The Education of Migrant Children in Oregon" is transmitted to you. The report presents data on the program conducted during the regular school year and for the Pilot Summer Program for the education of migrant children. The State Board of Education adopted the following recommendations at the meeting held in Astoria on November 2, 1962:

1. That the Pilot Summer School Program for migrant children become a permanent part of the migrant education program.
2. That the formula for disbursement of funds during the regular school year be revised in accordance with the suggested proposal which appears in the appendix of the report.
3. That the amount allowed for summer schools be raised from \$50,000 to \$60,000 in order to allow for expansion of present programs and to provide funds for new programs.
4. That the amount allowed for administrative expenses be raised from \$13,500 to \$16,000 to allow for regional in-service programs and a workshop to develop a guide for migrant education.

Leon P. Minear

LEON P. MINEAR
Supt. Public Instruction

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THE MIGRANT EDUCATION PROGRAM

Background

The Migrant Education Program consists of a program during the regular school year and special summer school programs.

The program during the regular school year is designed to improve the educational opportunities offered migrant children by reimbursing school districts for hiring extra teachers and purchasing additional books, materials, and supplies that are needed to carry out an adequate program.

The summer school programs are designed to supplement the program of the regular school year and to provide a special remedial program in the basic skill subjects of language arts and health.

The approach to migrant education varies from district to district depending upon local conditions, facilities available, type of migrant (Anglo or Spanish-speaking), length of the harvest season, and attitude of the community.

Chapter 502 Oregon Laws, 1961, specifies that the Department of Education shall collect data on the operation of summer school programs for migrant children and make a Report to the State Board of Education which shall include the Department's evaluation of the summer programs and its recommendation relating to continuation of such programs. The information contained in this Report is representative of data received from school administrators and teachers of migrant children.

Plan of the Report

The Report is divided into two sections. The first section deals with the pilot summer school programs held in 1961-62. The second section covers the program during the regular 1961-62 school year, followed by a recapitulation and appendix containing proposed law changes.

Long-Range Problems

It appears that educating migrant children will be a major problem until such time as the migrant labor force becomes somewhat stable and the children consequently can attend school regularly enough to enable them to acquire an education on a basis reasonably comparable to that of regular resident children.

There is an indication that migrant families are settling or establishing their home bases in the state of Oregon rather than in other states as has been their practice in the past. This is occurring primarily in Marion, Malheur, and Yamhill counties. This particular trend is producing some temporary problems which can be overcome with a continued educational program designed to fit the needs of the migrant children.

The need for continued education becomes more apparent when consideration is given to the changes toward mechanization in harvesting of agricultural crops. The Departments of Labor and Employment predict that within 15 years Oregon will be using only one-fourth of the migrant labor that is presently

being used. If this trend continues, as appears likely, most of the migrants who are presently harvesting our crops will be available for other employment. If they do not receive an adequate education, they will probably fall on the welfare rolls and become life-time burdens to the state. The average expense of maintaining an individual on welfare is \$1,000 per year. It costs approximately \$400 a year to provide an educational program for a child of elementary school age. It appears imperative that steps be taken at this time to overcome the educational deficiencies of migrant children so that they may profit from further education and make preparations to go into other fields of work. Adequate education is absolutely essential if they are to become contributing members of society.

PILOT SUMMER SCHOOL PROGRAMS

The present provision for summer schools for migrant children expires June 30, 1963, unless the programs are made a continuing part of the Migrant Education Law. The following information is a resume of reports from administrators and teachers regarding summer school activities.

Objectives of Summer School Programs

The objectives of the summer school programs have been:

1. To supplement the regular school program and provide instruction in those areas of the curriculum in which the migrant child needed special help.
2. To answer questions concerning effective methods, materials, and approaches for instruction.
3. To collect data and make a report relating to continuation of such programs.

Number of Schools

There were seven pilot summer schools for migrant children in operation during the summers of 1961 and 1962. The total expenditures for the 1961 and 1962 summer school programs was \$49,833.37. The school sessions varied from four to seven weeks in length and were staffed by from two to eight teachers. The programs varied from three to five hours per day, with a curriculum designed to help the children overcome their educational deficiencies. (See Table A)

North Plains School District No. 70 was unable to operate a summer program in 1961 because the strawberry pickers were in the area from June 1 to July 5, and state money was not available until July 1. School District No. 70 will be eligible to operate a program in the spring of 1963 under the provisions of the present law. If it does operate a program, the total expenditure for summer schools for the biennium will be approximately \$49,833.37.

Summer School Enrollment

In the first two years (1959 and 1960) of the pilot summer school programs, there were 434 children enrolled in six schools. In the summers of 1961 and 1962 there were 950 children enrolled in seven schools for a gain of 516 children. Most of the increase in enrollment was in areas that have operated such programs since 1959.

Fund Allocations

All current expenses incurred in the operation of a summer school program for migrants were reimbursed by the state. The district provided the building, books, and equipment necessary to operate a program. Special migrant education funds were used for teachers' salaries, transportation, school lunches (partially paid for by the children), expendable supplies, materials, janitorial service, and other miscellaneous expenses.

TABLE A

SUMMER SCHOOLS 1961-62

	<u>No. of Children Enrolled</u>	<u>A.D.M.</u>	<u>No. of Teachers</u>	<u>Length of Program</u>	<u>No. of Hours Per Day</u>	<u>Total Expense</u>
<u>1961</u>						
St. Paul - No. 45	37	21.2	2	6 weeks	4 hours	\$ 2,596.92
Ontario - No. 8C	152	135.5	8	4 weeks	5 hours	8,924.54
Independence - 13J	188	64.0	5	7 weeks	4 hours	6,139.61
<u>1962</u>						
North Plains - No. 70	183	75.6	5	5 weeks	3 hours	3,941.92
St. Paul - No. 45	45	42.9	3	6 weeks	3½ hours	3,831.61
Ontario - No. 8C	121	89.4	6	6 weeks	5 hours	11,731.12
Independence - No. 13J	<u>224</u>	97.0	6*	7 weeks	5 hours	<u>8,667.62</u>
TOTAL	950					\$45,833.37
**North Plains 1963				Estimated Expenditures		<u>4,000.00</u>
TOTAL						\$49,833.37

*Independence had one part-time teacher and one full-time graduate assistant from OCE.

**North Plains operates its summer schools from June 1 to July 5 and is eligible to operate a program in the spring of 1963 under the biennium allotment.

Areas in Which the Migrant Child Needs Special Help

The summer school teachers and administrators found that migrant children needed special help in reading, writing, spelling, speaking, listening, vocabulary building, arithmetic, health, cultural background, readiness for instruction, and social adjustment. They found that the children were educationally retarded an average of two years because of these deficiencies.

Cultural Background

The teachers found that it was necessary to develop culture patterns before they could give the migrant children the books which are used in a regular program. For example, teachers taught vocabulary from the children's experiences and developed new experiences by taking them on such field trips as to the supermarket, bank, fire department, and police department.

Materials

The teachers discovered that migrant children had difficulty thinking in abstract terms. Consequently, they developed and used many manipulative materials which the children could see and feel, thereby developing concepts and relationships.

Pupil Progress

The teachers and administrators were asked to keep an account of the progress made by individual pupils in the summer school programs. In many cases this was difficult to do because the children left school without notice or were in school for only short periods of time. The teachers were able to substantiate pupil progress on those children who stayed in the summer schools for the whole session by keeping anecdotal records and using various reading tests.

Achievement

The following excerpts are typical of information that has been submitted to the Department from summer school teachers and administrators concerning individual achievement of pupils.

One teacher reported:

"A fifth-grade age girl who began at third grade level was able to read at grade level 4.5. A boy who tested grade 5.5 at the beginning finished at grade 6.5. A fourth-grade girl who began at grade 3.0 was getting perfect scores on grade 4.5 materials. The rest of the class appeared to average about six months' growth." These results were derived from S.R.A. Reading Laboratory Series.

Another teacher reported:

"Children who attended regularly for three weeks or more made distinct gains scholastically of from two to four months. Two boys advanced a full grade in reading and all made some progress. Except for the non-readers, all completed at least one book, most completed two, with many reading four or more."

The following are excerpts from case histories made in the 1961 summer school program:

"Josefa was nine years old. She was given an I.R.I. test. Her individual reading level was grade 1.1, and her instructional level was grade 1.2. She missed 57 words in the Dolch Word Test. In arithmetic she could count to 100 by 1's, 5's, and 2's. She knew her six addition combinations and her four subtraction. She knew few spelling words. Josefa did not miss a day of school.

"At the close of our session she had finished the We Are Neighbors reader at the grade 2.1 level. She missed 12 Dolch words, and her understanding of directions had made a tremendous improvement. She could write by 1's to 289 or farther and could read them. In addition and subtraction she learned combinations up to 11. Her spelling ability increased enough to enable her to make her own charts."

Another case cites: "Maria was ten and her instructional level was grade 1.1. She came from Texas and stayed the first three weeks, not missing a day. However, the family moved to California. When she left, she had advanced to the grade 2.1 level."

Summer School Effectiveness

Summer school administrators and teachers have expressed the opinion, which is substantiated by facts outlined in this report, that the summer school programs are generally more effective in helping migrant children overcome educational deficiencies than programs during the regular school year.

There are several reasons which tend to support this statement. They are as follows: (1) Summer programs are open only to migrants. Consequently, the teachers can gear the program specifically to their needs; (2) Summer schools tend to be more effective because class loads are kept small, averaging one teacher to 15 pupils as opposed to one to 25 or 30 during the regular school year; (3) The success of summer schools is achieved by concentration on two or three areas of the curriculum such as language arts, arithmetic, and health, as opposed to covering all areas of the curriculum which is the practice during the regular school year.

Growers Comment

Growers and businessmen in the areas that have summer school programs report that they are able to communicate more successfully with migrants since the programs started; that the migrants do not destroy property as they had in the past; and that their personal cleanliness and the cleanliness of their camps have improved. In addition, growers in several communities have reported that they have a more stable class of migrants than they had before there were summer school programs.

Continuation of Summer Schools

The districts that have operated summer programs for migrant children have indicated that they should be continued. These districts have also indicated that without state support they would be unable to continue the programs.

The migrants have demonstrated support of the program by being attracted to districts that provide summer schools and by sending their children in

increasing numbers each year (1959-60--434 children; 1961-62--950 children) to these schools.

Expansion of Summer Schools

Two additional districts have indicated a desire to participate in future summer programs. If new schools are requested and the present schools are expanded to allow for more children, the present allocation (\$50,000 per biennium) will not be sufficient to operate the program.

Conclusions

It is evident, from the records of children's growth, that the summer school programs have been effective in overcoming educational deficiencies of migrant children and upgrading their achievement. In addition, the increase in attendance each year reveals that the migrants are interested in having their children acquire an education. It is, therefore, evident that the pilot programs have been effective. The continuation of these programs would be a desirable addition to Oregon education.

Recommendations

It is recommended that summer school become a permanent part of the migrant education program and that the present appropriation of \$50,000 be increased to \$60,000 in the 1963-65 biennium to allow for expansion of present programs and the addition of new schools.

THE MIGRANT PROGRAM DURING THE REGULAR SCHOOL YEAR

The program for the education of migrant children during the regular school year is a permanent part of the Migrant Education Act passed by the 1961 Legislature. Chapter 502, Oregon Laws 1961 does not specify that a report be submitted concerning the regular school year program. However, such information was gathered and is included here to supplement information gathered about summer schools and to provide background for proposed law changes.

Number of Schools

Fifteen school districts had programs for the education of migrant children during the 1961-62 school year (See Table B). These programs affected 1,185 migrant children. The 15 districts requested a total of \$44,004.20 and were reimbursed \$22,099.52 out of the \$32,500 which was available for reimbursement. In operation, the present distribution formula developed inequities. Consequently, money which was needed and could have been used effectively was unexpended due to the inadequacy of the present formula.

Fund Allocations

The expended funds were used for employing extra teachers and purchasing extra books, supplies, and materials. The length of the special programs varied from one month in North Plains to eight months in St. Paul. The length of the program is determined by the weather and diversification of agriculture in the area.

Results of the Program

Only a partial evaluation of the overall effectiveness of the program during the regular school year can be made because it has been in operation for only one year. However, the districts which actively participated in the program reported that better educational opportunities were offered migrants. Several districts reported that better educational opportunities were offered to the regular resident students as well because the employment of extra teachers for the migrant children kept the class loads equitable, and allowed for more individual instruction for all children.

Thirteen school districts that might have had programs during the regular school year did not participate. The reasons given were: (a) they could not qualify under the present formula, or (b) there was apathy or lack of understanding of the program on the part of the community, board, or administration.

Workshop Needed

There is pressing need for a workshop to develop a guide for migrant education and for regional in-service programs which would be conducted annually for teachers of migrant children. The cost of such a two-week workshop and resulting guide would be approximately \$1,500. Regional in-service programs would cost approximately \$1,000 for the biennium.

The present administrative allowance is \$13,500 per biennium. This amount should be raised to \$16,000 to allow for the necessary workshop and in-service programs.

TABLE B

REGULAR SCHOOL PROGRAMS 1961-62 SCHOOL YEAR

District	(1) Number of Children	(2) Amount Requested	(3) Amount Granted
Hood River - No. 1	173	\$ 7,933.09	\$ 2,595.00
Monitor - No. 142CJ	21	353.90	353.90
McKee - No. 46	10	692.00	300.00
Woodburn - No. 103C	114	2,690.34	2,240.00
Culver - No. 4	60	1,247.62	1,200.00
Metolius - No. 30	14	182.83	182.83
Silver Crest - No. 93C	21	127.79	127.79
McMinnville - No. 40	201	3,523.00	3,015.00
St. Paul - No. 45	84	6,452.00	2,940.00
Adrian - No. 61	37	2,038.00	555.00
North Plains - No. 70	62	1,762.68	1,240.00
Nyssa - No. 26	160	6,309.60	2,400.00
Independence - No. 13J	182	4,114.10	3,640.00
Gervais - No. 76C	20	4,123.90	400.00
Pioneer - No. 13	26	2,453.35	910.00
TOTALS	1,185	\$44,004.20	\$22,099.52

Total Amount Allowed for Reimbursement Per Year - \$32,500.00

Amount Granted - 22,099.52

Unexpended funds 1961-62 School Year - \$10,400.48

Problems Encountered in Present Formula

The present formula used for distribution of funds during the regular school year has proved to be inadequate in that (a) districts having sizable numbers of migrant pupils but not the required six percent of the total district enrollment can not participate, and (b) districts in which migrants tend to remain for longer periods of time are limited to the same amount of reimbursement as districts which enroll migrant pupils for shorter durations.

New Formula

To overcome the inequities of the present formula, a new formula is proposed. The new formula would provide \$7.50 for each migrant child enrolled and 75 cents per day of average daily attendance.

This change would eliminate the six percent stipulation and allow for fluctuations in attendance in different districts. (See Table C for a comparison of fund distribution under the present and proposed formulas.)

Conclusions

The migrant education program during the regular school year has been successful in helping migrant children overcome some of their educational and social deficiencies. The problem will not be solved in one year or five years, but it can be overcome if continuous effort is made.

The 15 districts affected received additional funds to help defray the costs of operating their special instructional programs and for books, materials, and supplies. In many cases the money received was less than the amount requested due to inadequacies in the present formula used for disbursement.

Thirteen districts did not apply for reimbursement because they could not qualify or were not interested for one reason or another. (See Page 9.) These thirteen districts will probably participate in the program if the formula is revised and they come to fully understand the implications of the migrant education program.

Recommendations

1. It is recommended that the present migrant education law be revised to provide for a more equitable reimbursement of costs of migrant education programs to all districts that have migrant children. This can be accomplished by the adoption of a new formula. (See proposed changes--Appendix A.)
2. It is recommended that the present amount (\$13,500) allowed for administrative services be increased to \$16,000. The reason for the increase is to allow funds for operation of a state in-service program on migrant education (\$1,000) and to develop, through a workshop, a guide for teachers of migrant children (\$1,500).

TABLE C

EFFECTS OF PROPOSED FORMULA CHANGE

District	(1) Number of Children	(2) Amount Granted 1961-62	(3) .75 T.D.A. Less Those Over 90 Days	(4) \$7.50 Per Migrant Child Enrolled	(5) Total Amount (Column 3 + 4)
Hood River - No. 1	173	2,595.00	2,800.00	1,297.50	4,097.50
Monitor - No. 142CJ	21	353.90	450.00	157.50	607.50
McKee - No. 46	10	300.00	217.50	75.00	292.50
Woodburn - No. 103C	114	2,240.00	2,411.25	855.00	3,266.25
Culver - No. 4	60	1,200.00	941.25	450.00	1,391.25
Metolius - No. 30	14	182.83	285.00	105.00	390.00
Silver Crest - No. 93C	21	127.79	385.60	157.50	543.10
McMinnville - No. 40	201	3,015.00	3,633.75	1,507.50	5,141.25
St. Paul - No. 45	84	2,940.00	1,539.38	630.00	2,169.38
Adrian - No. 61	37	555.00	716.88	277.50	994.38
North Plains - No. 70	62	1,240.00	1,061.88	465.00	1,526.88
Nyssa - No. 26	160	2,400.00	2,266.25	1,200.00	3,466.25
Independence - No. 13J	182	3,640.00	3,429.38	1,365.00	4,794.38
Gervais - No. 76C	20	400.00	547.50	150.00	697.50
Pioneer - No. 13	26	910.00	355.00	195.00	550.00
TOTALS	1,185	\$22,099.52	\$21,040.62	\$8,887.50	\$29,928.12

The difference between the amount allowable (\$32,500) and the total of Column 5 (approximately \$2,500) would be used for new programs that have not been eligible under the present formula.

RECAPITULATION

Summer Schools

1. There were seven pilot summer schools in operation during the summers of 1961 and 1962.
2. These schools enrolled 950 migrant children, which is an increase of 516 children over the enrollment in the summer schools of the 1959-60 biennium.
3. The total expenditure for the seven schools was \$45,833.37.
4. North Plains is eligible to operate a program from June 1 to June 30, 1963; consequently, the total summer school expenditure will be approximately \$49,833.37.
5. Summer schools reported that migrant children had an average achievement growth of four to six months in a six-week program.
6. Growers and businessmen reported favorably on the summer programs.

Regular School Year

1. Fifteen school districts had programs for the education of migrant children during the regular 1961-62 school year.
2. The programs affected 1,185 migrant children.
3. The 15 districts were reimbursed \$22,099.52 out of the \$32,500 which was available for reimbursement.
4. The allowance for administrative expense needs to be raised from \$13,500 to \$16,000.
5. The present formula needs to be revised to eliminate the six percent requirement, and to provide for fluctuating periods of attendance.
6. The proposed new formula is: \$7.50 for each migrant child enrolled and 75 cents per day of average daily attendance.

Effects of Proposed Law Changes

The proposed law revisions are: (1) change the formula for distribution of funds during the regular school year; (2) make summer schools a permanent part of the migrant education program; and (3) change the amount of appropriations as follows:

<u>Types of Expenditure</u>	<u>Present Allotment</u>	<u>Proposed Allotment</u>
Regular Program	\$ 32,500 per year	\$ 32,500
Administration	13,500 per year	16,000
	\$ 46,000 per year	\$ 48,500
Summer Schools	50,000 per biennium	60,000
	\$142,000 per biennium	\$157,000

APPENDIX

PROPOSED LAW CHANGES

A Bill For An Act

Relating to the education of migrant children; amending ORS 327.046, 327.048, 343.815, 343.820, 343.825, 343.830 and 343.835; appropriating money; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. ORS 343.815 is amended to read:

343.815. (1) An educational program for migrant children is hereby established to improve the common school education of children who are unable to receive adequate education during the regular school year. The primary emphasis of the program shall be placed on the basic academic curriculum. The program shall include, but shall not be limited to regular summer sessions, special schools and special services.

(2) The ~~[board]~~ superintendent may ~~[contract]~~ reimburse ~~[with]~~ school districts, ~~[counties]~~ rural school districts, ~~[and] or state institutions [and-reimburse-these-school-districts-counties-and-state institutions]~~ which provides an education program for migrant children from funds appropriated to the program [to-provide-the-educational-program during-periods-when-schools-are-in-regular-or-summer-session] under provisions of this Act.

Section 2. ORS 343.820 is amended to read:

343.820. ~~[Migrant-children-must-meet-the-standards-established-by the-superintendent-in-order-to-be-eligible-for-the-program.]~~ The board shall establish such rules and regulations as are necessary to carry out the provisions of this Act.

Section 3. ORS 343.825 is amended to read:

343.825. Migrant children shall not be segregated from resident pupils attending the same school ~~[,] [but-shall-be-grouped-in-classes-with resident-pupils-whenever-possible]~~ unless prior approval is obtained from the superintendent which meets the requirements of the rules and regulations established by the board.

Section 4. ORS 327.048 is amended to read:

327.048. (1) A school district or rural school district [having-an increase-in-its-school-enrollment-during-the-regular-school-year-due-to-an influx-of-migrant-children-as-defined-in-ORS-343.810-each-in-attendance at-the-school-for-more-than-10-days,] which provides an approved educational program for migrant children shall be reimbursed in the following manner:

(a) ~~[A-district-receiving-an-influx-of-migrant-children-which-accounts for-6-to-10-percent-of-the-regular-school-enrollment-may-claim-not-more-than \$15-per-migrant-child,]~~ A school district or rural school district shall be reimbursed an amount not to exceed the sum of \$7.50 for each migrant child enrolled in the program and 75 cents for each day attended by such children.

(b) [~~A-district-receiving-an-influx-of-migrant-children-which-accounts-for-11-to-20-percent-of-the-regular-school-enrollment-may-claim-not-more-than-\$20-per-migrant-child.~~] No child shall be considered a migrant child for reimbursement purposes who has been enrolled continuously for more than 90 days.

[~~(c)-A-district-receiving-an-influx-of-migrant-children-which-accounts-for-21-to-50-percent-of-the-regular-school-enrollment-may-claim-not-more-than-\$30-per-migrant-child.~~]

[~~(d)-A-district-receiving-an-influx-of-migrant-children-which-accounts-for-51-to-100-percent-of-the-regular-school-enrollment-may-claim-not-more-than-\$35-per-migrant-child.~~]

(2) If sufficient funds for reimbursement of the school districts and rural school districts are not available in any year, the amount available shall be distributed on a pro rata basis to the claiming districts.

(3) No school district or rural school district shall be reimbursed for more than its actual cost in providing education for migrant children. The money received as reimbursement by the claiming districts shall be used to meet additional costs for the special educational program and for improvement in such programs and not for capital outlay or improvements in the physical plant.

Section 5. ORS 343.830 is amended to read:

343.830. (1) Summer programs established under the provisions of ORS 327.046, 327.048 and 343.810 to 343.835 shall supplement the regular school program and provide instruction in those areas in which the migrant child needs special help. The summer programs may be attended by migrant children who will attend regular school sessions [~~for-the-first-time~~] in the ensuing school year.

[~~(2)-Summer-programs-established-under-the-provisions-of-ORS-327.046, 327.048-and-343.810-to-343.835-shall-be-continued-for-a-two-year-period beginning-July-1, 1961, and ending-June-30, 1963.~~]

[~~(3)-The-Department-of-Education-shall-collect-data-on-the-operation of-the-summer-program-and-shall-make-a-report-to-the-board-on-or-before October-1, 1962.--The-report-shall-include-the-department's-evaluation-of the-summer-program-and-its-recommendation-relating-to-continuation-of-such programs.--On-or-before-November-1, 1962, the-board-shall-make-its-recommendation relating-to-such-continuation-to-the-Governor.~~]

[~~(4)~~] (2) In order to qualify for reimbursement [~~by-the-board~~] for its summer session, a district must have a sufficient number of migrant children to maintain an average daily attendance of 15 or more migrant children during the summer session. Two or more districts may combine to conduct a joint summer session for their areas.

Section 6. ORS 343.835 is amended to read:

343.835. School districts shall submit a proposed budget for summer sessions to the board for approval. Upon completion of the summer session the claim shall be presented to the board for reimbursement which shall be made only for the actual and approved expenses incurred in such a program. Expenditures made by a school district, rural school district, or state institution in carrying out a summer program shall not be subject to the provision of the local budget law.

Section 7. ORS 327.046 is amended to read:

327.046. (1) At the beginning of each fiscal year, the State Treasurer shall place [~~\$46,000~~] \$48,500 of the Basic School Support Fund in a special account to be known as the Migrant Children's Education Account, and the moneys so placed in such special account hereby are appropriated for and may be used to carry out the provisions of subsection (1) of ORS 327.048 relating to the education of migrant children, as defined in ORS 343.810, during the regular school year. Any unexpended unobligated funds remaining in such special account established under this section shall, at the end of the fiscal year next following the year in which the surplus was established, be added to the amount of the Basic School Support Fund to be apportioned the following year.

(2) Administrative expenses of the Department of Education under the provisions of this section, ORS 327.048 and 343.810 to 343.835 shall not exceed [~~\$13,500~~] \$16,000 in any one fiscal year. Administrative expenses include salaries, services, materials, equipment and supplies.

Section 8. There hereby is appropriated to the Department of Education for the biennium beginning July 1, 1963, out of the General Fund, the sum of \$60,000 for the purpose of paying the expenses of summer programs established under ORS 343.830 and 343.835.

Section 9. This Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this Act shall take effect upon its passage.

ADDITIONAL INFORMATION ON SUMMER SCHOOL PROGRAMS

The following report is typical of many reports submitted concerning migrant summer schools. It represents the range of problems experienced by most teachers of migrant children. There are illustrations of children's achievement, methods and materials used, and the need for individual instruction.

MIGRANT SCHOOL

by Mildred Weeks, Teacher
North Plains Summer School - 1962

My class was composed of children between the ages of eight and thirteen whose reading ability ranged from zero through grade five. Omitting those who attended less than three days, it included twenty Anglos and fifteen Spanish-speaking children. All of the latter were able to speak fairly good English.

Retarded in Reading

In third- and fourth-grade reading, the Spanish-speaking children were two years retarded, the Anglos about one year. The fifth grade, the largest group, showed great variation. One Spanish-speaking child and four Anglos were able to read stories on their actual grade level. However, due to inadequate background, most were unable to interpret material beyond the fourth grade. The rest of the fifth graders ranged in ability from a complete non-reader through the fourth grade.

New Books Used

In teaching reading we were fortunate to have a wide variety of new and appealing remedial books. Series which delighted the children and carried their interest through simple material to a level which challenged them included: the Dolch books (built around the 210 basic words), the Cowboy Sam books, the Dan Frontier books, the Jim Forest books, the Harr-Wagner series of Sea Stories, the Walt Disney books, and many others.

Phonics Taught

For the large group that needed phonics we used phono-visual charts, word cards of many kinds, and vocabulary-building games. The Reader's Digest Skill Books at the various levels were used and enjoyed as long as we worked in groups. However, our attendance pattern frequently made it impossible to get the same group together, and the major part of our work in reading and in arithmetic was individual. On days when grouping was impossible, I used the Science Reading Laboratory for children who could read above grade 2.5. The S.R.A. was ideal for my situation since each child, working ahead at his own speed, enjoyed keeping a record of his growth, and improving his own score. To provide for group discussion and to give opportunity for children to express their thoughts orally, I read the "listening" stories from the S.R.A. and the whole class

answered and discussed the questions. This was very revealing. Many of the stories read were on a fifth-grade level and children of that grade who could read only first- and second-grade materials gave excellent answers and showed the best reasoning. Another advantage of the S.R.A. is that progress can be measured. In the three weeks I noted the following growth:

A fifth-grade girl who began at third grade was able to read 4.5.

A boy who tested 5.5 in the beginning finished at 6.5.

A fourth-grade girl who began at 3.0 was getting perfect scores on 4.5.

The rest of the class appeared to average about six months' growth.

Comprehension.

Throughout the whole reading program, the main emphasis was on comprehension. Although the pupils could read well, they did not understand the material. They were able to pick up enough of the meaning to get the general thread of the story but unable to interpret the ideas involved. This was especially true of the Spanish-speaking children. It required a great deal of discussion, of giving examples, and of relating the ideas to their own experience before they could really "read."

Written Work

Since the class disliked written work, I had to use an indirect approach to this phase of language arts. We wrote stories for our animal booklets, reports of the trip to the zoo, records of the day's work, an autobiography, stories of some of the films we saw, and facts about schoolroom pets. On days when attendance was low, they were happy to write stories on the board or on large sheets of paper with felt pens. They did not object to writing in booklets, so we made several of these for keeping lists of books we had read, and for doing comprehension exercises and skill tests.

Arithmetic Retardation

In arithmetic the retardation was less apparent, averaging about one year. The most severe handicap of the whole class was in written language work, the only type of lesson they objected to doing.

In arithmetic, it was relatively easy to locate gaps in computation skills. In reasoning, the children were not too far below average. Though they could not do written story problems, because of reading difficulties, they did very well with oral problems based on their own experience. For the retarded, we had many manipulative devices such as counting blocks, illustrated charts, number cards, an abacus, self-teaching games, and number puzzles. A store with play money was popular and most of the children learned to make change. Many also learned to tell time, and to read and write large numbers.

Short Cuts

The children not only liked arithmetic, but regarded it as very important. For this reason, I tried to see that something new, however minor, was learned each day. Though they were below average in grade level, their greater maturity made it possible to use short cuts that would not be advisable in a regular schoolroom. Most of the fifth graders needed to work on multiplication tables. This would have been a dreary business requiring the whole session, so I taught them to carry in multiplying while they were still learning their 4's. I let them multiply by two and three figures before they had finished regular fourth-grade work.

When we discussed what summer school had done for them, they were sure that they had learned more in arithmetic than in anything else. It is hard to measure their progress, as they did not proceed step by step through a certain grade.

One girl who was better than average in computation learned to add and subtract unlike fractions.

A boy who had learned his tables learned to multiply by thousands, began long division, and was soon dividing by two figures with no carrying.

Two fifth-grade girls reviewed three-column addition, learned borrowing in subtraction, and learned the tables to 4×6 , using them in multiplication by two digits.

A group who knew tables to 6's finished the rest, learned to use them in multiplying by three figures with carrying, and were doing long division by one figure.

A group of third graders learned their addition and subtraction combinations to 20, learned to add and subtract money, wrote numbers to 1,000, and learned to make change.

Differences in Spanish-Speaking Children

Although people have a tendency to class the Spanish-speaking together as a group, it was apparent in working with them that there is great variation among them. There is no typical Spanish-speaking child any more than there is a typical Anglo. Some in our group were so far above the others in refinement, in attitudes, and in ambition that there was no comparison. It is important to remember that the emphasis must be placed on the individual.

The following is an anecdotal report prepared by Mrs. Weeks concerning one of the migrant children in her class. It is an illustration of the problems that teachers and migrants face.

EVERETT "LUCKY" CRITTENDEN

Lucky Crittenden had his eleventh birthday during the second week of school. Born in Louisiana, he has spent most of his life in that state, in Arkansas, and in Texas, picking cotton, spinach, and fruit. This is his second trip to Oregon to pick strawberries.

There are ten in the family. The father is not very strong and sometimes has "spells." "Once we had to camp by the road for a week on the way back to Texas till Daddy got well. We don't let him work very hard." There is nothing easy about the way Lucky works, however. He has averaged thirty carriers a day, even on the two days when a bad cold kept him from school. Yet he is not allowed to play too hard in the sun because he has a weak heart.

On his first day of school Lucky admitted, "I'm not too much for reading." He guessed that he had been to school about two months altogether. He did not recognize a single word on the Dolch list or know one letter of the alphabet. Someone had taught him to write his name and he could add columns of figures that did not involve carrying.

Lucky enjoyed arithmetic and worked hard on addition and subtraction combinations. He learned them quickly with the flash cards, though he reverted to "crutches" which he had used before (nodding his head, moving his fingers) when applying them to problems. He learned to make change quickly in the play store. In "listening" stories and exercises from the Science Reading Laboratory he understood material on the fifth-grade level and gave excellent oral answers.

Our experience with Lucky showed that he can be taught to read if given the opportunity. We began by teaching him the alphabet and helping him build simple words. Using letter cards and charts, he soon became familiar with all the consonant sounds. By the end of school he had read the Junior Primer Guess Who and Walt Disney's Here They Are, and had acquired a vocabulary of about 100 words.